



Cognitive Psychology Syllabus
PSYC 4315-001
Dr. Kirby
University of Texas at Tyler
Fall 2019



Instructional Team Information

	Preferred name	Full name	Office	E-mail address	Office hours
Instructor	Dr. Kirby	Lauren Kirby	HPR 238	LKirby@uttyler.edu	M 11-12; T/Th 2-3
GTA	Allison	Allison Barrett	TBA	ABarrett10@patriots.uttyler.edu	TBA

Course and Meeting Information

We will meet for lectures, discussions, review activities, and demonstrations in Braithwaite Building (BRB) room 1030 on Mondays and Wednesday from 2:30-3:50pm. Please see this campus map for help finding the classroom and my office: <https://www.uttyler.edu/maps/campus-map.pdf?r=/maps/campus-map-printable.pdf>. You can always drop by office hours (mine or Allison's), but if you cannot make mine, please let me know and we can schedule a meeting when you are available. Please note that this is a "flipped classroom," which means you study the material outside of class first before it's "uncovered" in class. Then, in class we further discuss and elaborate upon the material. Reading the textbook is absolutely essential, as you cannot rely on lectures to be your first contact with the information. Please come prepared.

Course Materials and Resources

Required Textbook

Revlin, R. (2012). *Cognition: Theory and practice*. New York, NY: Worth. ISBN: 978-1464128769

Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. You may also use older editions and used textbooks in this course. You may buy any binding format electronic copy that you wish.

Recommended Website

Paiz, J. M., Angeli, E., Wagner, J. Lawrick, E., Moore, K., Anderson, M., Soderlund, L., & Keck, R. (2015). APA formatting and style guide. In *Purdue online writing lab*. Retrieved from <https://owl.english.purdue.edu/owl/resource/560/01/>

Required Canvas Use

Check the course Canvas page daily: you are responsible for any information I convey through Canvas, UT-Tyler email, or in class, as well as information contained in documents in the "Modules" tab. Pay special attention to the Course Calendar and the Assignments and Activities descriptions. Go to Canvas settings and set up your notifications to "subscribe" to such announcements and comments from me so you will not miss anything. I give feedback on some

assignments through the comments feature. You will find those in the same place you submitted an online assignment on the right-hand side reading “comments.” I often attach drafts of documents here with tracked changes and comments; make sure you know how to view tracked changes and comments in Word if they are not automatically visible for you.

Technology

You will need to use Microsoft Word for completing take-home tests outside of class. Apple’s Pages, Google Drive documents, or any other formats are not allowed for turning in final products. If you do not have Microsoft Word, please visit the following page for instructions for how to download it for free: <https://www.utt Tyler.edu/it/office365/365-proplus-students.php>

E-mail

Please check e-mail and Canvas **daily** on weekdays. Before asking a question via e-mail, always check the syllabus and recent Canvas announcements first. E-mail me using your patriot mail, **NOT** Canvas inbox messaging. I check e-mail 8-5 on weekdays and usually avoid it in the evenings or weekends. I will do my best to return emails within one business day and I expect a similar turnaround time from you.

Course Catalog Description

An examination of the cognitive processes involved in human mentation. Includes the study of attention, perceptual processes, memory, knowledge representation, language, decision making and problem solving. Recommended: Prior completion of PSYC 1301 or equivalent.

Student Learning Outcomes

Content

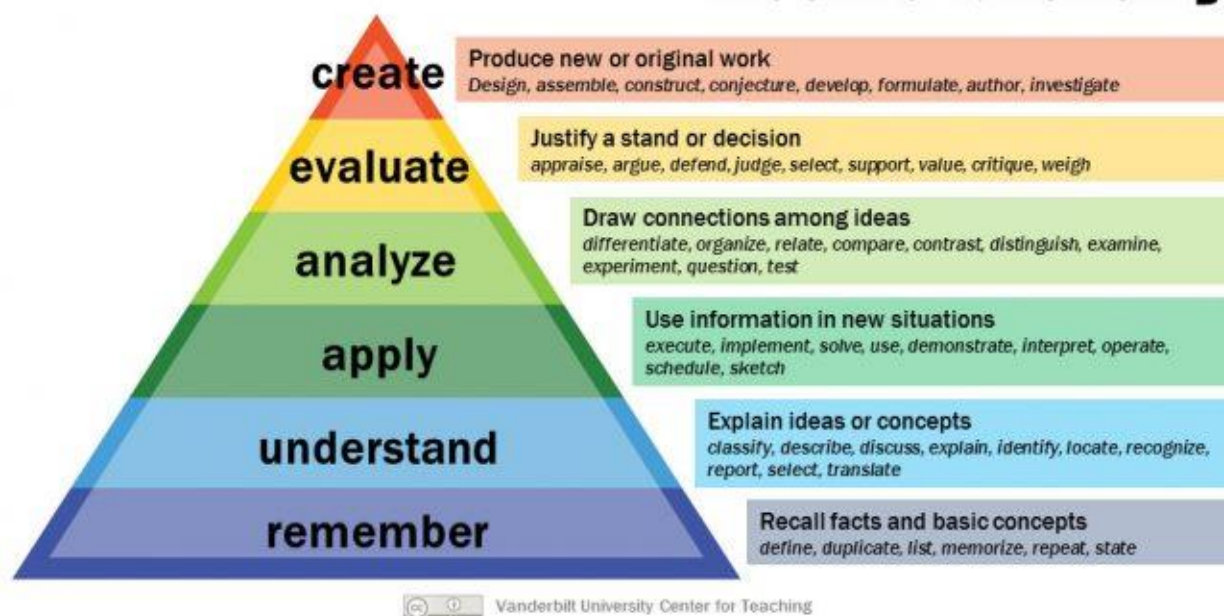
At the end of this course you should be able to master course content (remembering and understanding) in major areas such as

- the historical development of cognitive psychology;
- methods of cognitive research;
- the information processing perspective;
- attention;
- pattern recognition;
- short-term, working, and long-term memory;
- language; and
- reasoning and decision-making.

Skills

In addition to content, this course is focused on skills. For more details about how the following skills will be assessed, see “Assignments and Activities.” Bloom’s taxonomy below breaks down the different types of skills you can practice in any class. Skills higher on the pyramid are considered more difficult but also the most valuable. Assignments and activities in this course will tap into a variety of levels of this pyramid.

Bloom's Taxonomy



For the content areas, you will be asked to

- **apply** theories or findings to real-world situations and to your own cognitive processes;
- **analyze** how content areas relate to each other within the information processing model and to other courses and domains;
- **evaluate** theories or approaches in terms of their predictions and evidence;
- and **create** a portfolio of improvements made to previous work in the course.

Assignments and Activities

Discussions

Class discussions serve to reinforce textbook reading, practice oral communication skills, extend and clarify lecture concepts, and deepen your understanding of the material through questioning. Through discussions we model democratic values in the classroom and muse about application, analysis, and evaluation of the assigned chapter readings. Discussion formats will vary from class to class in order to promote engagement. We have 13 such formal discussions scheduled on the course calendar, although informal discussions may manifest themselves during review activities as well. Only the highest 10 Discussions will be incorporated into your Final Exam grade. Discussions are graded on a participation basis. However, silence and reflection are also important in deepening understanding of course material. Thus, “participation,” does not mean I will count how often everyone speaks, because that tends to disproportionately benefit people who already speak the soonest and the most over more hesitant students. Instead, after each discussion you will evaluate your own learning using a form I provide—you are the expert on what you put into and got out of each discussion. You will indicate your level of preparedness, what and how much you have learned, and how much you feel you participated. Each completed discussion evaluation form will result in 2 points being awarded.

Journals

During the first 10 minutes of class on scheduled journal, you will write in response to a prompt I provide. The journal entries will be at times self-reflective, at times ethical, and at times

based on application of the assigned readings. I prefer typed and electronically submitted journals. Please contact me ahead of time if you cannot do this with the devices you have. Journal entries can be selected as portfolio artifacts, so please keep up with them no matter which format you choose. Journals are graded on a completion basis. You may receive some mass feedback or some individual writing tips; some journal entries will anonymously be used at my discretion as examples for the rest of the class. There are 13 journal assignments this semester, but only your 10 best will be included in your final grade.

Interactive Lectures

There are no timed in-person quizzes or tests in this class, but we will do informal quizzing throughout lectures. These will not be worth any points, but they will serve to prepare you for the take-home tests. Quizzing formats may vary. These informal assignments assess recall, understanding, and application skills (see Student Learning Outcomes for more about those goals).

Tests

Four tests are to be completed outside of class. Each test will consist of three multiple-choice questions (worth 0.5 pts each), four short-answer questions (worth 0.5 pts each) and one essay question (worth 4 points). There is no mandatory final exam (except for the portfolio reflective writing: see below), but there will be a last-chance-for-points (LCP) closed-book exam on the day of the final exam (TBA) to serve as a make-up exam. It will have six multiple-choice questions (worth 0.5 pts each) and four short-answer questions (worth 0.5 points each) and will be cumulative. If you perform better on the LCP than any test grade, I will put it in the gradebook in place of your lowest test grade. If the test score is not in your benefit (i.e., lower than your lowest test score), I will not put it in Canvas. Please keep tests after grading, as you will need to use them for the portfolio: revise your essay answers based on instructor feedback soon after receiving them to make your final assignment easier.

Portfolio

The portfolio is a collection of artifacts from the course that you have improved and reflected upon. A complete portfolio must include one journal entry, test essay response, and discussion log. For essay questions, I ask that you revise them based on my feedback and respond to reflective questions. For journal entries, revise them based on class-wide mass feedback (or any specific comments if you received them). Completely re-write the journal response based on how you now better understand the topic. For and discussion reports, write about what went well and what could be done differently if you had to do the same discussion all over again. These revised pieces need to be put into the same document in some way (I prefer electronic; please contact me for exceptions). Find a way to display your works with some style, creativity, and pride. Your final reflection could be in the form of an art piece of some kind with some text explaining it, or it could be a video entry like a YouTube show (this works well for talking instead of writing about how the discussions could be improved), or a traditional written reflection. You may display your texts in electronic document submissions or on a website (ePortfolio on Wix.com or other free hosting site like Wordpress). Whichever final reflection format you choose, I expect some color or creativity (poetry or creative writing in the final reflection, for example). The goal of this assignment is to cement together other objectives from the course, such as analysis and evaluation of course content, communication skills, and self-reflection into one customized learning experience. The portfolio rubric will be provided on Canvas. Reflections and corrections on essay test questions and journal entries should be completed and compiled outside of class: the sooner after the original assignment that

corrections are completed, the better. The final reflection (or description of reflective artwork) writing will be done in class on the day of the final exam. You must be present to write your reflection in response to questions I provide (much like the journal assignments).

Course Policies

Contacting Us

Personal meetings. To meet with me, drop into office hours as listed above: you do not need to message or arrange an appointment for these. If none of the office hours work for you, please email, suggesting a meeting time in your first message. I hold office hours HPR 238. Similar contact procedures apply for your TA. Contact the TA first for general questions and study help.

Make-up and Late Work

Deadlines and times are firm. Late assignments will not be accepted or awarded any credit. One exception is if you experience an error in electronic submission: when in doubt submit anyway, and I can check whether the assignment was completed on time, even if not properly submitted on time. Instead of any makeups, your three lowest discussion and three lowest journal scores will be dropped (not counted in your final grade). If you fail to turn in a test, you may take the “last-chance-for-points” exam administered at the final exam time.

Grading

There are 100 points available in this course to make grade calculation very simple. The following table displays the number of points devoted to each type of assignment. Show up and do the work on all completion-based assignments to prepare for the accuracy-graded assignments. Your final percentage grade is just the number of points you get. If you want to know how many more points you need to earn for a particular grade, note that an A needs 90 total points. If you have earned 45 points so far in the semester, you have 45 left to go for that A. Then check whether the remaining assignments allow for you to earn that many points.

Grade breakdown.

Assignment	Points	Number	Category Total	Type of Grade
Discussions	3	10/13	30	Completion
Journals	2	10/13	20	Completion
Tests	7.5	4	30	Accuracy
Portfolio	20	1	20	Completion and Accuracy
			Total: 100	
Extra Credit	Varies	Varies	2	Varies

I do not round grades. You will have plenty of opportunities to earn points in this course and your final grade is one you earn. The last opportunity to earn points is the final exam day. If you have a concern about a grade at any time, please email me ASAP about your issue and type up the justification (with textbook or other evidence) for why I should count your answer I marked wrong. **Grade change requests without a full paragraph of written justification with evidence will be ignored.**

Extra credit. You may earn extra credit by participating in research hours on SONA (0.2 pts/hour), writing response papers to research articles (0.2 pts/paper, counseling hours (0.2 pts/session, but they ask for a minimum of four sessions), writing response papers to podcasts (0.2 pts/paper), or for extracurricular work at my discretion. I will provide research articles for

test essay questions on Canvas: to write a review of one, type at least two double-spaced pages summarizing the content of each major section of the article (e.g., Method, Discussion) and provide at least one critique of each section. For a podcast review, choose any episode of Invisibilia or Hidden Brain to listen to. Write a 2-page double-spaced paper summarizing the content of the episode and providing critique. These are completion-based papers and are meant to be equivalent effort to showing up to participate in research or counseling (because we cannot require you to do those and need to provide alternatives). Extra credit points are added to your Portfolio grade, but because the grading is based on total points, it does not matter where I add it. I will notify you where and when they get added. You may earn a maximum of 2 points of extra credit and the deadline to earn any points is the final exam day.

Course Calendar

Date	Topic	Prep	In Class
8/26/19	Introduction		Read syllabus
			Journal Intro and Discussion Intro;
8/28/19	Writing	Assigned writing chapter	Librarian visit
9/2/19	None		
9/4/19	Cognitive Psychology	Ch 1	Journal 1
9/9/19	Cognitive Psychology	Census Date	Discussion 1
9/11/19	Cognitive Neuroscience	Ch 2	Journal 2
9/16/19	Cognitive Neuroscience	Test 1 Due online 9/20	Discussion 2
9/18/19	Attention	Ch 3	Journal 3
9/23/19	Attention		Discussion 3
9/25/19	Pattern Recognition	Ch 4	Journal 4
9/30/19	Pattern Recognition		Discussion 4
10/2/19	Short-Term and Working Memory	Ch 5	Journal 5
10/7/19	Short-Term and Working Memory		
10/9/19	Short-Term and Working Memory		Discussion 5
10/14/19	Long-Term Memory	Ch 6	Journal 6
10/16/19	Long-Term Memory	Test 2 Due online 10/18	Discussion 6
10/21/19	Knowledge	Ch 7	Journal 7
10/23/19	Knowledge		Discussion 7
10/28/19	Language I: A Cognitive Universal	Ch 9	Journal 9
10/30/19	Language I: A Cognitive Universal		Discussion 9
11/4/19	Language II: Cognitive Processing	Read Ch 10; Last Day to Withdraw	Journal 10
11/6/19	Language II: Cognitive Processing	Test 3 Due online 11/8	Discussion 10
11/11/19	Solving Problems	Read Ch 11	Journal 11
11/13/19	Solving Problems		Discussion 11
11/18/19	Reasoning	Read Ch 12	Journal 12
11/20/19	Reasoning		Discussion 12
11/25/19	None		
11/27/19	None		
12/2/19	Decision Making	Read Ch 13	Journal 13
12/4/19	Decision Making	Test 4 Due online 12/6	Discussion 13
TBA	Reflection and LCP Test	Final TBA	Final TBA

This calendar is subject to change. Changes will be announced and posted to Canvas.

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at

<http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler is a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs, please visit www.uttyler.edu/tobacco-free.

Student Rights and Responsibilities

To know and understand the policies that affect your right and responsibilities as a student at UT Tyler, please follow this link:

<http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for any forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refund for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (session changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment

- Completing the process for tuition exemptions for waivers through Financial Aid.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The **Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with an Accessibility Case Manager. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least 2 weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any students who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:

- Copying from another students’ test paper;
- Using during a test, materials not authorized by the person giving the test;
- Failure to comply with instructions given by the person administering the test;
- Possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- Using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- Collaborating with or seeking aid from another student during a test or other assignment without authority;
- Discussing the contents of an examination with another student who will take the examination;
- Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- Paying or offering money or other valuable things to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- Falsifying research data, laboratory reports, and/or other academic work offered for credit;
- Taking, keeping misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- Misrepresenting facts, including providing false grades or resumés, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignment offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by plagiarism software.

College of Education and Psychology Vision and Mission and Program Standards

Vision. The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission. The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021. This is the open-access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Note: this document is subject to change at the discretion of the instructor. Changes will be announced.